DOCUMENT RESUME

ED 366 521 SO 023 550

AUTHOR Mingleton, Helen V.
TITLE Using a Cooperative Learning Model to Improve Cultural Attitudes and Increase Cultural Literacy.
PUB DATE Jul 93
NOTE 84p.; Master of Science Thesis, Nova University.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Blacks; *Cooperative Learning; *Cultural Awareness; Elementary School Students; Grade 4; Hispanic Americans; Intermediate Grades; *Multicultural Education; Racial Relations; *Social Studies; *Student Attitudes

ABSTRACT

This document describes a program that was developed and implemented to expand the cultural awareness of fourth grade students. The report describes a multicultural education curriculum that focused on African American and Hispanic history, literature, inventions, ethnographies, and biographies. Research based cooperative learning strategies were combined with multicultural instruction. The students were grouped in a heterogeneous, multiculturally composed, cooperative learning model to facilitate the transformation. This project included a detailed fourth grade curriculum outline for cooperative group research, writing, and art projects relating to black and Hispanic cultures. During the project students developed an appreciation for the power of positive interdependence. Levels of success were measured by pre and post tests: (1) Cultural Awareness Assessment (CAA); (2) modified Racial Tension Scale (RTS); and (3) a Cultural Interaction Sociogram (CIS). Comparisons of the pre and post tests from the three instruments showed positive results. The CAA showed 50 percent to 70 percent increase in cultural literacy. The RTS exceeded the goal of 25 percent decrease in racial tension. The CIS demonstrated more than a 10 percent decrease in negative interaction in the cooperative groups. Appendices include pre and post CAA and RTS, CIS, CCA, and RTS test data comparative results, a parent letter, an inventions game, classroom rules, and happiness helpers doll patterns. (Author/DK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 366 521

USING A COOPERATIVE LEARNING MODEL TO IMPROVE CULTURAL ATTITUDES AND INCREASE CULTURAL LITERACY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

HELEN V. MINGLETON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Helen V. Mingleton

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fullfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference.

July 1993

SO 023 550

BEST COPY AVAILABLE

Abstract

Using a Cooperative Learning Model to Improve Cultural Attitudes and Increase Cultural Literacy
Mingleton, Helen V., 1993. Practicum Report, Nova University, Abraham S. Fischler Center for the Advancement of Education.
Descriptors:Elementary Education/ Multicultural Curriculum/ Cooperative Learning Strategies/ Multicultural Grouping/ African American/ Hispanic/ Cultural Awareness/ Cultural Attitudes/ Race Relations

This program was developed and implemented to expand the cultural awareness of fourth grade students. The report described a multicultural education curriculum which focused on African American and Hispanic history, literature, inventions, ethnographies and biographies. Research based cooperative learning strategies were combined with multicultural instruction. The author grouped the students in a heterogeneous, multiculturally composed, cooperative learning model to facilitate the transformation.

This project included a detailed fourth grade curriculum outline for cooperative group research, writing and art projects relating to the African American and Hispanic cultures. During this project, students developed an appreciation for the power of positive interdependence.

Levels of success were measured by: a pre and post Cultural Awareness Assessment(CAA); (Bowler, 1982) modified Racial Tension Scale (RTS) ; and a Cultural Interaction Sociogram (CIS). Comparisons of the pre and post tests from the three instruments showed positive results: The CAA showed 50 percent to 70 percent increase in cultural literacy; The RTS exceeded the goal of 25 percent decrease in racial tension; The CIS demonstrated more than a ten percent decrease in negative interaction in the cooperative groups. Appendices include: pre/post CAA and RTS; CIS, CCA and RTS Test Data Comparative Results; Parent Letter; Inventions Game; Classroom Rules; Happiness Helpers Doll Patterns.

Table of Contents

Page

Title Page i

Abstract ii

Authorship Statement iii

Observer's Verification iv

Table of Contents v

CHAPTERS

I. Purpose 1

II. Research and Solution Strategy 11

III. Method 22

IV. Results 44

V. Recommendations 47

Reference List 49

Appendices

Appendix A: Pre/Post Cultural Awareness Assessment 53

Appendix B: Pre/Post Racial Tension Scale 57

Appendix C: Cultural Interaction Sociogram 59

Appendix D: Cultural Awareness Assessment Test Data Comparative Results 61

Table of Contents (Continued)

Appendix E: Racial Tension Scale

Test Data Comparative Results.....65

Appendix F: Letter to Parents.....68

Appendix G: Inventions Jeopardy Game.....70

Appendix H: Classroom Rules and The Happiness Helpers (Doll Patterns) 76

CHAPTER I

Purpose

Background

The target area for this project is the fourteenth largest school district in the United States with an enrollment of approximately 136,000 students. This is an increase of 5.4 percent over the previous year's enrollment. The district operates 120 elementary schools, 24 junior high/middle schools, 21 senior high schools, and 5 special needs schools. There are over 8,700 licensed personnel, including 550 administrators, 64 school police and 5,800 support staff needed to staff this district. The total population of this district is over 800,000 people with a projection for continued growth. The target district which is located in the southwestern part of the United States has a total school district and ethnic distribution of 12.7 percent Black, 6.7 percent Hispanic. In 1992, the Superintendent of the target school district published a revised desegregation plan. Under this plan, students residing in the communities where minorities were predominant were given a choice to attend one of nine schools in their neighborhoods or continue to be bussed to schools outside of their neighborhood. The plan stipulated that the neighborhood schools would offer innovative educational programs with a multicultural focus.

At the target school, two licensed faculty members are Hispanic, two are African American (including the author), and three support staff are African American. A unique factor to the author's assignment is that two buildings make up one elementary school. The buildings are across the street from each other and both educate kindergarten through fifth grade students in a community setting. In the community setting, grade levels are not housed together. This provides an opportunity for academic interaction and bonding with children in at least three other grade levels. In addition, the two schools house a total of six fourth grade classes. There are two administrators that share responsibilities at both buildings. The school is in the second year of the Effective School Plan. Under this plan, the School Site Planning Team constructs the mission statement, and goals for the school after an analysis of input from all staff members. The author was selected by the school administrators to be a member of the school site planning team.

The early education of the author is a product of segregated schools in the South and melting pot schools on the West Coast. The academic work ethic which was instilled by minority teachers in the South and the impersonal European curriculum offered by the majority teachers in the West are no doubt factors that have led to this practicum proposal. A Bachelor of Arts degree, along with Excellence in Education Scholarship Awards, and Dean's List letters of commendation are displayed in the author's classroom. The author is certified to teach

kindergarten through eighth grade with four years teaching experience in the target district, all in the fourth grade. The responsibilities for being a fourth grade teacher include teaching reading, writing, math, science, computer, and social studies in a thematic format. Under the requirements of the Personal Health Practices curriculum, the target district states that it is essential for fourth grade students to determine how ones' self concept affects behavior.

Problem Statement

Nationally, the 1980's government report pronounced ours to be a "nation at risk." The response of "give them more math and science" - gave us more dropouts and drugs. On a national level, one researcher reports that, "Though Black males represented 43 percent of the public school population in the 1986-87 academic year, they accounted for 57.5 percent of the non-promotions, 65 percent of the suspensions, 80 percent of the expulsions, and 45 percent of the dropouts" (Holland, 1987). What leads young African American males to believe that school is "not for me?" Could a more sensitive curriculum presented in a user friendly format save the African American male from the endangered species list? Wouldn't ALL students benefit from positive, productive, multicultural group effort? Some scholars say what is needed is "equity infusion" (Mariaskin, 1992). Of the five approaches to multicultural education described by Sleeter (1992), the author supports the "Humanistic

Approach" which states that the problem is primarily one of misunderstanding and lack of information. The lack of cultural awareness is reflected in rioting in the streets, graffiti on the walls and name calling on the school grounds.

Locally, concerned administrators in the target district have made efforts to raise the multicultural awareness of students and staff in their schools. The philosophy of these administrators is that cultural esteem positively affects student behavior and academic success. In these schools, administrators encourage staff to participate in site based decision making. As a member of a site based planning team, the author has observed the sensitivity and commitment of educators in these brainstorming sessions. Out of such a session, a project was designed to include "at risk" students in an on-going, school-wide enrichment project. Within the parameters of budget constraints, administrators approve library acquisitions of multicultural materials and support grants for annual seminars on multicultural literature. These schools encourage continuing Professional Growth and Development Education (PDE) to prepare teachers to use multicultural materials in the classrooms. During Black History Month, teachers hungry for material on African Americans, show enthusiastic response to a multicultural share file. In an attempt to fill the void that exists with regard to material on Hispanic Americans, a group of Hispanic teachers in the target district obtained a grant to teach junior high school students about the Hispanic culture.

An investigation of Silver Burdett's 1989 fourth grade basal and social studies texts reveals very little multicultural information. The aforementioned social studies text contains a few lines about slavery, and one reference to "jazz" in New Orleans with no connection to African Americans. There are a few paragraphs devoted to Spanish speaking people in Puerto Rico (Kaltsounis, 1989). As the Hispanic population increases throughout the U. S., and communication with Spanish speaking countries becomes more in our national interest , a lack of knowledge of this culture puts students at a disadvantage. In 1986, the National Assessment of Educational Progress (NAEP) revealed that a large percentage of juniors in high school were deficient in history: "...40 percent did not know that the Southwest was explored and settled mainly by Spain; 70 percent did not know that the purpose of Jim Crow Laws was to enforce racial segregation" (Ravitch, 1989:52). Educators are challenged to design in-depth, content based curriculum when basals and social studies texts offer little multicultural information and, they themselves, are often multiculturally illiterate. The target school district recruits hundreds of teachers each year from all over the United States with varying levels of background in multicultural education. In the late 1980's, the Department of Elementary Education at the university in the target district deleted the course in multicultural education from the core requirements and made it an elective. However, the core requirements revised July 1, 1992 now includes a course in multicultural education.

This indicates that the need for multicultural education for teachers has been recognized by the local university.

A series of brainstorming sessions with a multiculturally composed group of seven colleagues and two administrators helped to determine the need, interest and focus of this project. This is defined as: fourth grade students (including African American and Hispanics) lack an awareness of the positive contributions made by African Americans and Hispanics to the American culture. As a result, students have developed negative attitudes about members of those cultures which create racial tension among students and low self-esteem for African American and Hispanic students. Further, according to teachers polled at the target school, this prejudice weakens the students' ability to produce high quality work when given the opportunity to empower their learning through interdependent cooperative group effort. In addition, based upon referral records of five classrooms at the target site, 65% of playground referrals reflect interracial conflict and misunderstanding among elementary school children at the target site. Students in the target population tend to segregate themselves and often engage in negative racial exchanges. The ineffectiveness of traditional educational measures in promoting positive racial attitudes is widespread as confirmed by the findings of a study of White fifth and sixth graders negative attitudes toward Blacks and East Indians in Canada (Ijaz, 1981). Another study found a high level of racial tension among students in a

San Francisco high school. These researchers found it was necessary to initiate a preventative intervention program in the school to "enhance the students' individual and ethno-cultural self-concept and foster non-racist intercultural leadership skills" (Bowler, 1982:17).

Finally, the need for multicultural awareness has been recognized by the target community, the school district and the professional researchers. At the beginning of the Fall 1992 semester, a group of parents of African American children in the target district participated in a boycott. Although multicultural curriculum was not the major issue in the boycott, the district's revised integration plan mandates an emphasis on multicultural education in certain schools. Further, in the Spring of 1993, in an effort to achieve racial harmony and avert another riot, posters on building and buttons worn by teachers stated, "All people, All colors, All of us together." In the field of research, Nova University highlights the need to fill the vacuum that exists in their request for more practicum research in multicultural education. This practicum attempts to address that need. Further, "Celebrating Diversity" is the focus of the 1992-1994 biennium of the Kappa Delta Pi Record. The Kappa Delta Pi organization recognizes the need to foster, nurture, support and encourage multicultural education. This honor society professes, "... diversity of people, ideas and attitudes is not a weakness, as some would suggest. It is instead a great strength - our source of new ideas and approaches to problems" (Mehaffy, 1992). The entire biennium

issue is focused on how teachers must effectively teach children who come from different cultural, ethnic, and linguistic backgrounds.

The Strategic Planning Department of the target district validates the problem which this practicum proposal addresses. This department has set forth an action plan and identified a list of strategies for educating "at risk" children. Recommendations placed on the school board agenda include "implementing self-esteem courses" (Strategic Plan, 1988).

An innovative curriculum approach is needed. The cooperative learning concept has been well documented for it's successful application to math, language arts, and social studies research projects. Proponents, such as (Kagan,1989/1990) claim that one of the benefits of cooperative learning groups is the increase in positive race relations. Research in cooperative learning has shown that when students of different ethnic groups are put into the same classroom they still tend to segregate themselves. The target group of thirty-seven culturally diverse fourth grade students is the ideal sample for this problem, one-third of this group are minority including three children of Hispanic descent and nine African Americans.

Outcome Objectives

The outcome objectives of this project deal with benefits for minority and majority students who will participate in a multicultural education program in a cooperative learning setting. As students learn

about the contributions of African Americans and Hispanics in their multiculturally composed, heterogeneous, cooperative groups, they will experience the power of positive interdependence. The successful completion of their group assignments will lead them to abandon their negative attitudes toward one another and to show a marked increase in their respect and compassion for the aforementioned cultures. Following are three objectives that will measure the effectiveness of this practicum.

1. Upon completion of a twelve week multicultural education program focusing upon African American and Hispanic American history and culture, participating fourth grade students will demonstrate a 70 percent increase in multicultural literacy and critical thinking as indicated by their responses on a teacher made Cultural Awareness Assessment (CAA) pretest and post-test.

2. Given the twelve week multicultural education program centered on African American and Hispanic American achievers, and the opportunity to work in multiculturally mixed cooperative groups, the participating fourth grade students will show a 25 percent decrease in feelings of racial tension as expressed on the pre and post (modified) Racial Tension Scale (Bowler 1982).

3. Given twelve weeks immersion in a multicultural education program which highlights African and Hispanic influences on the American culture, participants in the multiculturally composed, cooperative groups will demonstrate the ability to work

cooperatively in multicultural groups as evaluated by a 10 percent decrease in negative group interaction on a series of sociograms .

CHAPTER II

Research and Solution Strategy

Government Mandates

Numerous professional journals have devoted entire issues to multicultural education during the late 1980's and early 1990's. However, according to Greene's (1989), study of state government policies mandating multicultural education, these mandates appeared to have reached a peak around 1980 and was on the decline in the mid-eighties. Greene's findings were significant since data indicates that policy may play an important role in actual multicultural program implementation. Greene found that states such as New Mexico mandated Spanish instruction in grades five through eight to promote better intercultural communication between their English and Spanish speaking populations. Other states may need to consider New Mexico's policy since "most demographic projections suggest that by the year 2000, a majority of youth in the nation's public schools will be from ethnic groups of color" (Lee, 1992).

Conflicting Views

A proliferation of recent research articles on the merits of multicultural education showed conflicting views. Some researchers saw

multicultural education as a negative trend: an either/or issue of common vs. separate identities. Ravitch (1991-92:8) was critical of the cities who have "endorsed the trend toward using ethnicity as the organizing principle of the social studies curriculum." From her position as Assistant Secretary and Counselor to the Secretary U.S. Department of Education, Ravitch (1991-92:8) declared, "This is a dangerous development that may encourage ethnic separatism and cause intergroup tension." On the contrary, evidence showed that the majority of supporters of multicultural education expected this information to counteract the "ethnic separation and intergroup" tension that already existed. Despite the supporters' position, in 1991, Newsday writer, Lawrence Auster expressed his fears that "Western culture will be lost in the multicultural shuffle" (Bullard, 1991-92:5). These fears appeared to be irrelevant since both the African American and the Hispanic cultures are a viable part of the "common culture" and Western culture" that Ravitch and Auster referred to. In contrast to Ravitch and Auster, supporters of multicultural education draw a different conclusion:

> "Ultimately, if the curriculum is centered in truth, it will be pluralistic, for the simple fact is that human culture is a product of the struggles of all humanity, not the possession of a single racial or ethnic group"(Hillard, 1991).

Historical Knowledge Critical

Supporters agreed that multicultural education is essential to the

development of critical thinking skills. Students need information about themselves and other cultural groups for analytical thinking and complex decision making in our diverse society. Sara Bullard (1991) concluded that multicultural education, by some definition is essential if we are to help our children find a place in our pluralistic world. Historians such as Walter Dean Myers (1991) author of Now is Our Time, views multicultural education as a concept whose time has come. Myers book was listed on the Boston Globe's Top 25 Choices in multicultural books for children. Meyer's chronicle of African American history from Abd al-Rahman Ibrahima (born the son of a Fouta Djallon chief in 1762) to Malcolm X and Dr. Martin L. King (American civil rights leaders of the 1960's) is the missing link in the evolution of American education. Myers said in his introduction: "What we understand of our history is what we understand of ourselves." A knowledge of one's history and of the history of other cultures is the difference between the development of critical thinking skills and the reliance on uninformed stereotyping. Other scholars explained the importance of understanding one's own history. Asante (1991-92) observed that children in Africa seemed more motivated to learn than African-American children. He asserted that African American children saw schools as a foreign place because they were "not culturally centered and empowered in their classrooms." Like the author, Asante was a product of segregated schools; Like the author, Asante believed that "segregation is legally and morally wrong." However, both Asante

and the author remembered that in segregated schools minority teachers nourished, nurtured and centered African-American children "in cultural ways that made learning interesting and intimate." Asante (1991-92:29) made the following case for multicultural education:

> "Lacking reinforcement in their own historical experiences, they (African-American children) become psychologically crippled, hobbling along in the margins of the European experiences of most of the curriculum."

Further, Hispanic and non-Hispanic students would be strengthened by the knowledge that eighty years before the Pilgrims landed on Plymouth Rock, Hispanic explorers had ventured into the American West. During this century, Hispanic men and women have added significantly to the historical and cultural richness of Nevada and other Southwestern states (Miranda, 1991).

Wolfe (1992), executive director of Kappa Delta Pi, encouraged educators to challenge the old paradigms; to design curriculum and instruction that relates to the increasing ethnically and culturally diverse student population. School districts such as Los Angeles Unified School District in California (1981) stated that the purpose of multicultural education was to develop acceptance of one's own heritage and the heritage of others.

Fry (1989) saw equity as the goal in multicultural education. Fry compared equity with equality: "Equity demands sameness... equality is concerned with fairness and justice" (Fry, 1989:138). Banks (1992)

explained that equity exists when teaching is modified to facilitate the academic achievement of students from diverse cultural groups. Clearly, research shows sufficient theory to support a multicultural education program. Many researchers proposed strategies to accomplish multicultural goals. Based upon Tiedt's (1992) findings, research-based principles of effective teaching also supported multicultural objectives. Tiedt recommends broad thematic studies of groups in the United States to enable students to learn facts about them and value their contributions. She has found that all students need multicultural teaching and will benefit from the best teaching educators can provide. Pang and Nieto (1992) explained that good teachers make learning relevant and motivating for all of their students. They suggested that a "mutual sharing of viewpoints is crucial to one's own growth." These two scholars describe good teachers as those who "build trusting relationships with students by using cultural knowledge to strengthen connections between the artificial nature of schools and everyday life."

First Hand Knowledge

Teachers and students can acquire cultural knowledge through ethnographies. Spradley defined ethnography as "learning from people, rather than studying people" (Finders, 1992). Ethnographies were used to motivate students when they learned about local figures who shared the student's socioeconomic origins but overcame the odds. In addition,

ethnographies allowed both teachers and students to uncover assumptions about different cultures and gain new insights into ourselves and others. Ethnographies may serve another purpose. Researchers such as Holland (l989) felt the lack of positive role models in early home and school experiences for Black inner city youth led to academic failure. However, more than just telling about themselves through ethnographies, Holland implemented a program that provided adult male volunteers in four first grade classes in Washington, D.C. with successful results.

Innovative Curriculum

Pittsburgh Public Schools utilized infusion based strategies in the development of quality curriculum and instruction. In their commitment to multicultural education, four infusion methods were considered: contributions, themes, issues and perspectives. By studying contributions in the field of science, teachers shared the complementary work done in various cultures around discoveries, inventions, and ideas. Themes in literature selections assisted students in identifying cultural similarities. Career/life skills developed skills related to attitude and behavior needed for success in school or in the workplace. Los Angeles Unified School District, had also developed a multicultural curriculum guide. This guide was divided into nine sections including: (l) self-identity and awareness of others; (2) family life in many cultures; (3) working and

playing together; (4) the universality and differences of foods; (5) traditional folk arts and crafts; (6) variety of folk music; (7) stories and storytelling in many cultures; (8) words and phrases from many cultures; and (9) traditional celebrations. The foregoing activities were designed to help students recognize their similarities and differences; to educate people to live comfortably in a pluralistic society; and to use the richness of that pluralism to enhance their own lives. A Language Development Program for African American Students available to teachers in the Los Angeles Unified School District offers a cultural approach to teaching the African American child (Kifano, 1991). The workshop guide includes African history, masks, doll patterns, and tie dye activities. The Seven Cardinal Virtues of Maat: Truth, Justice, Propriety, Harmony, Balance, Reciprocity and Order which were presented in this workshop were used as the basis of classroom rules to the benefit of all children. Lynwood Unified School District, in Lynwood California, distributes a book on the elementary level written by Dr. King's sister containing pictures and skill sheets about Dr. King's childhood and civil rights work (Farris, 1986). Also one of the Lion-Quest Skills for Growing booklets suggested techniques for practicing conflict resolution skills (Bunner, 1993).

Cooperative Learning and Race Relations

Two of the five different approaches to multicultural education described by Sleeter (1992) were: (1) "Teaching the Exceptional and

Culturally Different Approach" and (2)"The Human Relations Approach". The first approach recommended instructional strategies that utilized culturally relevant materials. The second approach attempted to foster positive interpersonal relationships among members of diverse groups in the classroom and to strengthen each student's self-concept. Researchers, Sapon-Shevin and Schniedewind (1989-90:63) maintained, "cooperative learning has the potential to transform our schools, our communities, and ultimately our society." They suggested that cooperative learning groups should be used to "help students understand the things that divide us, that keep us from seeing one another as full human beings, including racism...(Sapon-Shevin, 1989-90:64)". These two researchers found that making content compatible with the process increased critical thinking when a study of "Who's Famous?" encouraged students to think about which famous people we usually talk about and why people of color and women are sometimes excluded from our lists.

Other researchers also used cooperative learning strategies to accomplish positive social relations and academic goals. Kagan (1989-90) described his structural approach to cooperative learning including its effects on competitive behavior and racial relations. One of the structures he described is "Numbered Heads Together" where heterogeneous teams put their heads together to assure that all team members had the correct answer during Whole-Class comprehension

checks. This structure built positive interdependence within a team. Further, to have each team do one part of a class project, created positive interdependence among the different teams. Kagan also found improvement in racial relations among students on integrated cooperative learning teams. After engaging in positive interdependent cooperative learning activities, they had a tendency to establish integrated friendships that continued in the classroom, lunchroom and playground. Kagan (1989-90), explained other cooperative learning structures including: "Jigsaw" (Each student on a team becomes an expert on one topic by working with members of other teams and returns to teach the information to their team members.); "Three-step interview" (Students interview each other in pairs, first one way then the other after which they share with the group what they learned from the interview.); "Co-op Co-op" (Students work in their group to produce a product to share with the whole class).

Developing Interpersonal Skills

Two practitioners gave practical suggestions on implementation of cooperative learning strategies in the classroom setting. Based on the classroom experiences of Edwards and Stout (1989-90), the following are all decisions that need to be made for cooperative group learning: class name, group name, group seating arrangement, group size, length of stay in groups, responsibilities within groups, discipline rewards and

when to use cooperative groups. They advised that groups composed of different ability levels work best for students, and groups must realize that its members will stay together until they can work well together. Schultz (1989-90) follows the advice of Johnson (1984) in the monitoring group interaction and the developing group interpersonal skills. In Schultz model, the teacher takes the position of facilitator. The group members take responsibility for encouraging each member to contribute and for monitoring appropriate responses and interactions within the group.

One researcher whose work was specifically focused on the culturally different student offered two approaches based on learning and behavioral style. Bacon (1989) suggested, "maximize group learning experiences: focus activities in the affective domain when possible" to accommodate for the "interpersonal style" of the culturally different child. In relation to the "world view" of the culturally different child, Bacon stressed: strive to reach the stage of affirmation; establish the relevance of instructional topics as part of the presentation;use parents and community members in the instructional setting; provide opportunities for discussion of topics which generate opinions; and emphasize bicultural approaches to empowerment. Cooperative learning would appear to be a vehicle that could be used to accomplish the goals outlined by Bacon. Hergert (1989) listed cooperative learning as one of the research-based instructional practices that work best for at-risk students. Hergert's findings are consistent with researchers who conclude that strategies

should emphasize active learning, connections with student's experience, and respect for student's diverse cultural and learning styles.

Solution Strategy

The cooperative learning format has still not been put to its highest and best use. Based on the report by Towson (1985), the author's project differs from Schofield's Wexler Middle School cooperative learning studies in 1970's in several respects. The Schofield project took place in a middle school setting where administrators espoused an assimilationist philosophy in 1977; The author's project will take place in an elementary school setting which recognizes cultural diversity and espouses a pluralistic philosophy in 1993. As suggested by Wolfe (1992), the author has designed a program which combines the Cooperative Learning format with multicultural instruction. As was recommended by Sleeter (1992) and Bacon (1989), first, students will be assigned to multiculturally composed Cooperative Learning groups. Then, these groups will participate in a multicultural education program to infuse African American and Hispanic history and culture into the curriculum. Based upon Kagan's (1989-90) advice, this unique cooperative group setting should result in improved cultural attitudes along with increased cultural literacy. A program of this kind is expected to have a positive impact on the target group of thirty-five culturally diverse fourth grade students.

CHAPTER III

Method

The implementation plan was presented in the form of a multicultural curriculum designed by the author. This curriculum included African American and Hispanic history, culture, literature, drama, inventions, ethnographies and biographies. Students investigated the aforementioned areas in their multiculturally composed groups using researched based cooperative learning techniques. Team members participated in art, reading, and writing activities. Roles of leader, reader(s), recorders, reporters, collectors were decided by team members for each activity. The teacher's role was to observe and monitor the level of cooperation and participation within the groups.

Starting week two, after completion of pretests, students used African American doll patterns (Kifano,1991), to demonstrate acknowledgement of classroom rules. During weeks three through seven, in whole group, students read Newberry award winning novel by Mildred Taylor, Roll of Thunder, Hear My Cry. A class set of the novel, And Now Miguel, was read during weeks eight through eleven. Students watched and repeated Spanish phrases with a weekly Spanish language program (Amigos) on Instructional Television (ITV). Other (ITV) programs that were utilized throughout the practicum included: "Many

Voices", "Kids Explore Mexico", "Modern Africa", and "All of us Together". Students were also exposed to renowned multicultural artists through the target school's art docent project. In addition, African artifacts were presented to the target group by Museum Without Walls.

The author created several original games including a Jeopardy game on African American inventors and inventions, and Spanish language games. As a culminating project, each cooperative team used the information which they had learned to write a segment of a booklet about African American and Hispanic achievers.

Week I

I. A letter was written to parents regarding multicultural education project requesting information on each student's ancestors (Appendix F:66).

2. A teacher-made Cultural Awareness Assessment (CAA) (Appendix A:53) was designed to determine the students' knowledge of the African-American and Hispanic cultures. This included at least five critical thinking questions. (The questions for this inventory were compiled with input and critique from two Hispanic and two African American colleagues). The mentor assisted in designing a format for comparing data from CAA pre/post test (Appendix D:61).

3. The CAA was prepared on the word processor and copies were made for students.

4. CAA pretest was administered to the target group. Students were informed that the inventory was designed to find out how much they knew about the African American and Hispanic cultures.

5. After most of the students had completed the inventory, students were told that it was acceptable if they had no knowledge or information on some of the questions. However, they should go back and write an answer for certain specified questions : #1, #5, #10, #13, #17.

6. After the inventory was collected students were reassured that they would learn the information that they did not know about the African American and Hispanic cultures over the next few months.

7. The CAA pretest was scored to obtain total points for each student. Some questions are worth more than one point.

Week II

I. The mentor assisted in modifying the Racial Tension Scale (RTS) (Appendix B:57) for fourth grade students; and, designing the format for comparing data from RTS pre/post test (Appendix E:63).

2. Revised RTS was prepared on the word processor. Copies were made for students.

3. The RTS (pretest) was administered. RTS was collected and results compiled.

4. Index cards were used to determine heterogeneous grouping:

   a. Each student's name was put on an index card.

b. Each card was marked H (high), M (medium), L (low) based on writing skills. Cards were used to create heterogeneous groups of three or four students in each group.

c. Each group included at least one African-American or Hispanic student.

d. Group members were seated so that they could easily rearrange desks into quads or triads for cooperative group activities.

e. Students used "Three Step Interview" technique to interview each other in pairs first one way then the other. They shared with the cooperative group information they learned about their similarities and differences in appearance, personality, activities, strengths.

f. The author designed a simple Cultural Interaction Sociogram (Appendix C:59) to periodically monitor the positive/negative interactions of students during cooperative group activities.

Activity #1

Objective: To develop self discipline.

Materials: World map, popsicle sticks, glue, crayons or markers, The Happiness Helpers doll patterns (Appendix H:74), The Seven Cardinal Virtues of Maat and Classroom Rules (Kifano, 1991).

Procedure:

a. Located Egypt on the continent of Africa on the map.

b. Listed the Seven Cardinal Virtues of Maat represented by The Happiness Helpers (dolls) on the board: Truth, Justice, Propriety, Harmony, Balance, Reciprocity, Order.

c. Posed hypothetical situations for the class to solve using The Happiness Helpers.

d. Passed out the Classroom Rules representing each virtue. Allowed students to select the doll that represented the virtue with which they wanted to identify.

e. Colored and pasted dolls onto popsicle sticks. Students maintained order in the classroom by holding up their doll and reciting the rule it represented.

Activity #2

Objective: To identify personal characteristics.

Materials: Overhead projector or opaque projector. Short black construction paper; long colored construction paper, scissors.

Procedure:

a. Outlined each student's silhouette on black construction paper.

b. Students cut out silhouettes.

c. Students followed an outline to write bio-poems:

d. Folded long construction paper to make a frame. Pasted silhouette on one half of frame and bio-poem on the other half.

Week III

Activity #2

Objective: To develop knowledge and understanding of African American history through historical literature.

Materials: Class set of Roll of Thunder, Hear My Cry, by Mildred Taylor. Map of United States.

Procedure:

a. During weeks three through seven, read whole group.

b. Skill development: Active listening, comprehension, reading with expression, character sketches, identify setting, mapping, critical thinking, summarizing, remembering details, vocabulary development, parts of a book, plot development, historical time lines, quotations, main idea, identifying adjectives, synonyms, antonyms and homonyms.

Activity #3

Objective: To build cohesiveness and interdependence in the teams.

Materials: Book of holiday customs from around the world with four or five pictures representing those customs. Construction paper, crayons and glue.

Procedure:

a. Each group read a one or two page description about holiday celebrations in different countries.

b. Group members worked together during a treasure hunt around the classroom to complete a puzzle made up of pictures which depicted the holiday customs read about. The group colored and pasted the puzzle pieces onto construction paper.

c. Together the cooperative group wrote about how the holiday in America was different from the holiday in the country they researched.

Activity #4

Objective: Students will use research materials and the writing process to explore their own heritage.

Materials: Encyclopedias, trade books on individual countries, world map, atlas, stationary, dictionaries.

1. Prewriting activities: Students used information supplied by parents (see letter which was sent home during Week I) to identify the country from which their ancestors immigrated.

a. Using "Jigsaw" students left their assigned cooperative groups to join students with whom they had ancestors in common. Together, they used research materials to locate the country on maps, read about and took notes on the traditions, customs, clothing and geography, etcetera.

2. Rough Draft

a. Each member of the "Jigsaw" group used the research information to write a letter thanking a hypothetical relative for

one month's visit in the foreign country.

3. Peer Check
    a. "Jigsaw" group members exchanged letters and peer checked for: correct letter form; accurate information about the country.
    b. "Jigsaw" members returned to assigned multiculturally composed cooperative teams where team members exchanged and read letters. (Peer checking for spelling, punctuation and missing information). Using the "Three-Step Interview technique, team members asked questions about the foreign country to determine the missing information.

4. Revision
    a. Added information that may have been left out based on team members questions. Checked punctuation. Used dictionaries or word lists to correct spelling.
5. Final Draft
    a. Wrote final draft using correct friendly letter form on stationary.

Week IV

Activity #5

Objective: Students will develop a knowledge of Hispanic and African cultures.

Materials: Trade books on Africa, Caribbean Islands and Hispanic

countries, scissors, maps, and 8 1/2 X 11 copies of maps of the above areas.

Procedure:

a. In cooperative teams, students researched one of the African, Caribbean, or Hispanic countries and used the writing process to write a letter home to parents about their visit in that country.
b. Students wrote final draft of letter on paper cut in the shape of Africa, South America, Mexico, or the Caribbean country.
c. Letters were posted on the hall way bulletin board.

Activity #6

Objective: To develop an appreciation of African culture.

Materials: Ashanti to Zulu by Margaret Musgrove, African Images by Ralph Proctor, mask patterns (Kifano, 1991), 8 1/2 X 11 manila sheets, food coloring, alcohol, small elbow macaroni, glue, red, green and black curling ribbon, markers, single whole punch, scissors, blade knife, wax paper, small bowls.

Procedure:

a. Mixed food coloring and alcohol in small bowls. Stirred macaroni in the mixture; removed macaroni when color became vibrant; spread on wax paper to dry.
b. Used markers to color masks in designated areas. Pasted mask onto manila and cut out around the outline.
c. Teacher used blade knife to cut out eyes and punched two

holes on each side of mask.

d. Use student scissors to curl ribbon and tie in holes.

e. Mounted on black background on bulletin board.

Week V

Activity #7

Objective: To identify characteristics of folk tales.

Materials: One of several African folk tales rewritten by Aardema to be read in each cooperative group (Who's in Rabbit's House, The Vingananee and the Tree Toad, Anansi and the Spider, Why Mosquitoes Buzz in People's Ears). Folk tale book report forms.

Procedure:

a. Determined prior knowledge regarding folk tales; distinguished from other genre of literature.

b. Listed characteristics of folk tales on board: talking animals, from a certain country, long ago, good and bad characters, good character wins.

c. Teacher modeled reading a folk tale; students identified characteristics listed on the board.

d. Each cooperative group read a different folk tale and completed a group book report.

b. Each group identified the characteristics of their folk tale during their book report to the class.

Activity #8

Objective: To apply knowledge of African folk tales.

Materials: Xerox copies of an African folk tale, (Who's in Rabbit's House or The Vingananee and the Tree Toad, by Aardema), plastic mask forms, newspaper, liquid starch, paper towels, tempera paint, paint brushes, toilet paper rolls, macaroni, food coloring, alcohol, small bowls, wax paper, scotch tape, cord string and parent helpers. Large cardboard box for hut and props listed in the play.

Procedure:

a. Students listened while teacher read the two African folk tales listed above to the class.

b. Using "Numbered Heads Together", each group discussed and cast a vote for one of the folk tales; one folk tale is selected based on the majority vote.

c. Teacher assigned different cooperative groups to the following tasks: mask making; costumes; converting the folk tale to a play form; typing the script on the word processor; memorizing and performing the play.

d. Mask making: (This activity was completed during art class under the direction of the school art teacher with the author as assistant). Tore newspaper into one to two inch strips; soaked in liquid starch; pressed strips onto plastic mask form; let dry; cut toilet paper rolls for animal ears and horns; fluted edges of

attachments and glued onto mask; brushed on tempera paint; added yarn for mane; and, cord string to tie on mask.

e. Costumes: Made "African" jewelry by coloring macaroni as described in Activity #5 (3. a); put scotch tape on the end of cord string, and threaded colored macaroni for necklaces and bracelets for characters.

f. Play conversion: Wrote parts for narrator and other characters using dialogue from the folk tale (deleted quotation marks). Put actions in parenthesis.

g. Performed play for other classes.

Week VI

Activity #9

Objective: To write original "African" folk tales.

Materials: Computer word processing program, dictionaries.

Procedure:

a. In pairs or triads from cooperative groups, students used characteristics of folk tales and knowledge of African folk tales to write original African folk tales.

b. Students followed steps in the writing process: Exchanged with other pair of team members for peer check, (or members of triad peer checked in read around fashion); Prepared final draft on word processor and illustrated the folk tails.

c. Each group shared original African folk tale with class.

d. Books were bond and displayed in school library.

Activity #l0

Objective: To develop an appreciation for Hispanic culture.

Materials: Spanish language tape, cassette player, "La Bamba" cassette tape, Cinco De Mayo, balloons, newspaper, glue, tempera paint, brushes, beans, Spanish dictionaries, charts with days of the week, months of the year, numerals and greeting dialogue in Spanish.

Procedure:

a. Practiced Spanish greeting, counting, days of the week and months of the year with Spanish language tape.

b. Listened and discussed traditions described in Cinco De Mayo.

c. Worked in pairs in cooperative groups to make papier-mache' maracas: Tore newspaper into one inch strips; blew up oval shaped balloons; soaked paper strips in glue and water mixture; covered balloon with newspaper strips. Dried over night. Teacher popped balloons at small end; inserted beans; Closed with tape. Students covered papier-mache' with black or white paint; let dry. Painted on colorful designs.

d. Used Spanish phrases in daily greeting and calendar activities.

Week VII

Activity #11

Objective: To identify characteristics of folk tales.

Materials: A variety of Hispanic folk tales: Mother Scorpion Country, The Invisible Hunters, Cuentos:Tales from the Hispanic Southwest, Borreguita and the Coyote. "Guasita and the Gift of Fire" (play) by Elena Pesce. Folk tale book report form.

Procedure:

a. Each cooperative group read a folk tale and completed a book report.
b. Students shared group book report with class and identified folk tale characteristics.

Activity #12

Objective: To apply knowledge of Hispanic folk tales.

Materials: Spanish dictionaries, computer word processing program.

Procedure:

a. Students worked in pairs or triads from cooperative groups, following the writing process to write an original Hispanic folk tales.
b. Students typed final draft on word processor and illustrated.
c. Shared original folk tales with class. Books were bond and placed in the school library.

Activity #13

Objective: To improve oral reading skills.

Materials: Class set of "Guasita and the Gift of Fire" scripts or other

Hispanic play.

Procedure:

a. Each cooperative group was cast in a different act of the play.

b. Students rehearsed and performed readers theater for an audience.

Week VIII

Activity #14

Objective: To understand African American and Hispanic culture.

Materials: Note pads. Writing paper. Dictionaries. I'm in Charge of Celebrations , by Byrd Baylor.

Procedure:

a. Teacher modeled reading, I'm in Charge of Celebrations. Class discussed the significance of celebrating life and nature as described in the poem. Performed readers theater.

b. At least three African Americans and three Hispanics were invited to share ethnographies with the target group. Family pictures, diplomas, artifacts and anecdotes added meaning to the ethnographies.

c. After each ethnography, students used their notes to write thank you notes including what they had learned about that person's culture. Thank you notes were in the form of a

"Rap"; rebus (including Spanish words and pictures), Egyptian hieroglyphics, and a character sketch of the speaker.

d. Students peer checked in cooperative groups and picked one from each group to share with class.

Activity #15

Objective: To develop conflict and resolution skills.

Materials: Class set of Dr. Martin Luther King, Jr : His Life and Dream., Quest Energizer (Winter 1993).

Procedure:

a. Whole group read and discussed Dr. King background information. Students worked in cooperative groups to complete comprehension/skill activities. Reviewed and discussed skill activities whole group.

b. Students made a personal time line. Listed an important event for each year of their life. Shared time lines with members of cooperative group.

c. Each student followed the steps in the writing process to write a detailed "Vision of My Future". Students typed final draft on word processor. Shared time lines with parents as a gift.

Activity #16

Objective: To develop a knowledge and understanding of Hispanic history and culture through historic literature.

Materials: Class set of And Now Miguel, by Krumgold.

Procedure:

a. Students read whole group. Skills developed included: comprehension, critical thinking, remembering details, comparing and contrasting (And Now Miguel with Roll of Thunder, Hear My Cry), character traits, setting, vocabulary development, prediction, mapping, historical time lines, Spanish history and culture.

Week IX - Week X

Activity #17

Objective: To appreciate achievements and contributions of Hispanics and African Americans.

Materials: Famous Black Americans (Frank Schaffer), Extraordinary Hispanic Americans, 9 African American Inventors (R. C. Hayden), African American Inventions and Patents (C. Whitfield), Hispanic Profiles in Nevada History:1829-1991 (Miranda, 1991), trade books on African American and Hispanic biographies, "Inventions Jeopardy Game" (Appendix G:67), "Sounds of Great Voices", colored butcher paper, tag board, markers, shoe box, school books.

Procedure (1):

a. Cast parts for "Sounds of Great Voices": Dr. King, Harriet Tubman, Nat Turner, Frederick Douglass, teacher, narrators.

b. Made props: city bus, ballot box, black and white school posters, protest signs.

c. Memorized parts, rehearsed and performed play for audience.

Procedure (2):

a. Students colored African American inventions and patent drawings.

b. Students read biographies on African American inventors in cooperative group pairs or triads.

c. Students participated in Inventions Jeopardy game based on a script written by the author (Appendix G) .

d. Students performed Inventions Jeopardy for an audience.

e. In cooperative teams, students filled in the blanks on the Inventions Jeopardy script with names of inventors or invention

f. In preparation for creating original student inventions, cooperative teams discussed the meaning of the phrase "Necessity is the Mother of Invention."

g. Individually or with team members, students sketched and constructed original inventions.

h. Students attached index cards to inventions stating: problem, solution, how it works.

I. Displayed inventions and sketches for other classes to view.

Procedure (3):

a. Each student in the cooperative group read biographies on

at least one Hispanic and one African American achiever, and completed comprehension skill sheet. Each student told other members of their team about the achiever. Team members selected one famous biography from each group to read to the class. Class was asked to answer one "Jeopardy" question written by the team members.

Week XI

Activity #18

Objective: To develop an understanding of the value of positive interdependence.

Materials: Biographies of two Hispanic or two African American achievers in the same field for each cooperative team (biography collections, trade books, encyclopedias). Computer word processor program. Book binder. Coffee filters, food coloring, rubber bands.

Procedure (1):

The teacher as facilitator gave minimum guidelines for a book to be written by students for students on African American and Hispanic achievers: (Students followed the steps in the writing process).

Students were given the following instructions:

a. Each team must read two biographies of Hispanic or African American achievers in the same field (i. e. Carl Lewis and Jessie Owens).

b One person must be from the past and the other from the

present.

c. Students must find a creative way for the famous person from the past and the present to meet. (Refer to "Back to the Future"; Quantum Leap).

d. The reader should:

(l). Enjoy what you have written.

(2). Learn as much as possible about both of the achievers.

e. Students typed final draft on the computer word processing program.

f. Designed a picture that symbolized "The Meeting" that was created for the two achievers.

Procedure (2):

a. Students tie dyed coffee filters to use in book cover design.

b. In pairs flattened one coffee filter.

c. Folded circle in half. Continued to fold into a very small triangle.

d. Twisted at least four rubber bands along the filter, leaving a white space in between each rubber band.

e. Put drops of food coloring into the white spaces. Let dry a few minutes; unfolded. Used the colorful tie dye design to decorate the cover and frame the pages of the book.

f. Used book binding machine to bind all segments into one book.

g. Displayed the class book in the library.

Week XII

Activity #19

Objective: To integrate African American Literature and art.

Materials: Flour, newspapers, string, spray paint, glue, glitter, ribbon, lace, flowers and other decorations. Aunt Flossie's Hats by

Procedure: Day I

a. Mixed flour and water into a thin mixture.
b. Spread mixture on one double sheet of newspaper.
c. Put a double sheet of dry newspaper on the student's head.
d. Put the wet newspaper on top of the dry newspaper.
e. Tied string on the newspaper around the crown of the head.
f. Trimmed each hat to the desired shape (baseball caps, wide brims.) Removed from head; let dry.

Procedure: Day II

a. Spray painted hats/caps with two different colors.
b. Let dry.

Procedure: Day III

a. Used hot glue guns or regular glue to attach glitter and decorations to hats.
b. Displayed on hall way bulletin boards before taking home.

Procedure: Day IV

As a culminating activity, the target group invited the fifth grade class in our "community setting" to share foods from many cultures including traditional dishes from the Hispanic culture, and sweet potato pie from the African American culture while listening to African American jazz tapes. As a highlight of the festival, students played their papier mache maracas along with Spanish music tapes. Three groups from the drama enrichment club which included some of the members of the target group performed plays representing Liberian, Hispanic and Asian folk tails.

Procedure: Day V

1. Students completed the Cultural Awareness Assessment post-test.
2. Teacher will collected and analyzed the CAA relative to the objectives for the target group.
3. Students participated in a whole group discussion regarding the items on the CAA to clarify and supply any information that might still be unclear.
4. Students marked responses on the Racial Tension Scale post-test.
5. The author collected and computed the responses. Students freely discussed their observations and conclusions regarding their experiences during the practicum period.
6. The author tallied the results of the sociograms.

CHAPTER IV

Results

Three evaluation instruments were used to verify the goals stated in the outcome objectives. Students completed a pretest and post-test on a teacher made Cultural Awareness Assessment (CAA) (Appendix B:) The CAA was designed to determine students knowledge of the history and traditions of the African American and Hispanic cultures. Five critical thinking questions were included. Although students may not have had an answer for some questions, they were required to answer critical thinking questions number: 1, 5, 10, 13, 17. Since most of the items required short answer completions, answers may vary and points may vary for each acceptable answer.

Student's total score on the CAA pretest and post-test was compared to determine if students demonstrated a 70 percent increase in multicultural literacy and critical thinking as predicted in the outcome objectives. Due to attrition, five students had scores on the pretest or post-test only. Since the percentage of increase could not be determined for these five scores, they were not counted in the results. The results of the pretest and post-test comparison showed that eighteen of the remaining thirty-two students demonstrated a 50% to 67% increase in cultural literacy. While the *objective of a70% increase was not achieved,*

more than half of the students showed a ***substantial increase*** *in cultural literacy.*

The second evaluation instrument was the Racial Tension Scale used by Bowler (1982) during a study to determine the degree of racism students experienced in a San Francisco high school and to provide preventive interventions. The Likert scale responses (strongly disagree, disagree, agree, strongly agree) were modified for the target group of fourth graders: I agree, I disagree, Undecided. A modification on question number ten was changed from "Since coming to this school" to "Since getting into the fourth grade." The responses for each student on each question was recorded. The total class response for each question was computed and recorded for the pretest and post-test. On the modified RTS, a response of "I agree" indicated the existence of racial tension on nine out of the ten questions; a response of "I don't agree" indicated racial tension on number seven. *The goals of the outcome objectives* ***were achieved.*** A comparison of the RTS pretest and post-test showed a 25 percent decrease in feelings of racial tension.

A third evaluation instrument was a sociogram designed to measure positive or negative interaction in the multiculturally composed cooperative learning groups. During three observation periods (beginning, middle and end of the practicum), the author used tally marks to indicate negative interaction in the cooperative groups. However, since negative interaction can be caused by many extraneous factors,

the outcome objective states a low expectation for decrease in negative interaction. Therefore, a comparison of the sociograms only needed to show a ten percent decrease in negative interaction to confirm the projected results. *The treatment proved to have a positive effect on the interaction in the multiculturally composed groups, as expected.*

Students in the target group were able to articulate specific examples of how their attitude and perceptions about each other had changed in a positive direction. Students demonstrated their sensitivity and growth after an incident on the playground which involved two White children from the target group and one Black child from another class. Students from the target group decided to write letters to the principal detailing their perceptions of unequal treatment of minority children in playground altercations. In response to their peaceful protest, the principal addressed the class regarding the issue. During roleplay of the incident, students realized that the teacher on yard duty was unaware of the complete facts surrounding the situation.

In addition, both the author and students realized an expanded knowledge of computer operations as a result of this practicum experience. It was also observed that more books by minority authors were being selected by students during open library time.

CHAPTER V

Recommendations

The author took the initiative to share this practicum report with the school district administrators who are in charge designing a multicultural curriculum for the target district. As a result of the information contained in this practicum, the author has been selected to be a "trainer of trainers" for the school district. The author will be one of a thirty-four member training team selected to train the districts 15,000 educators in the area of multicultural education. During the first training session, the author was asked to share the practicum information with other members of the training team.

The author would make the following recommendations for future use. There should be a greater emphasis on understanding vocabulary such as: traditions, racism, ect. Also the twelve week time frame for implementation of the curriculum outline should be extended from twelve weeks to approximately sixteen weeks. In addition, the questions on the Racial Tension Scale should be revised to read "in my class" instead of "in my school" to focus on the effects of the treatment within the target group. Further, it should be noted that students increased awareness may affect post-test results on the Racial Tension Scale.

The implementation plan included in this practicum has been made available to other fourth grade teachers at the target site and

placed in the district's Northwest Area Professional Growth and Development Center. The student book on Hispanic and African American achievers was displayed for parents and teachers at the target site, shared with a fifth grade class at the target site, forwarded to a junior high school Spanish club and placed in the school library. Based on the positive response, plans have been made to submit the student book for publication.

Reference List

Asante, Molefi Kete. "Afrocentric Curriculum." Educational Leadership . December 1991/January 1992, pp. 8-11.

Bacon, Mary Montle. "Education for Empowerment:Critical Thinking Skills for the Culturally Different Student." An Educational Seminar . Palo Alto Unified School District, pp. 1-13

Banks, James A. "Dimensions of Multicultural Education." Kappa Delta Pi Record. Fall 1992, pp. 12.

Bowler, Rosemarie M. "Racial Tension in a Multi-Ethnic High School and a Preventative Intervention." Paper presented at the American Psychological Association Convention, Washington, D.C. August 23-27, 1982.

Bullard, Sara. "Sorting through the Multicultural Rhetoric." Educational Leadership December 1991/January 1992, pp. 4-7

Bunner, Mona, Ed, "Focus on Conflict Resolution." Quest Energizer. Number 22, Granville, Ohio: Quest International, Winter 1993.

Clark County School District. Strategic Plan. 1988

Edwards , Claudia and Judy Stout. "Cooperative Learning the First Year" Educational Leadership. December 1989/January 1990. pp.38-41.

Farris, Christine King. Martin Luther King, Jr.: His Life and Dream. Lexington, Mass.: Ginn and Company, 1986.

Finders, Margaret. "Looking at Lives Through Ethnography." Educational Leadership. September 1992, pp. 60-65.

Fry, Pamela G. "A Vision for Multicultural Education." Equity and Excellence. 1989, pp. 138-144.

Greene, Thomas G. and John F. Heflin. "Governments and Multicultural . Education Policy. " Equity and Excellence. 1989, pp. 145-149.

Hillard, Asa G. III. "Why we Must Pluralize the Curriculum." Educational Leadership. December 1991, January 1992, pp. 12-14.

Holland, Spencer H. "Positive Role Models for Primary-Grade Black Inner-City Males." Equity in Excellence. Vol. 25, 1992, pp. 40-44.

Ijaz, M. Ahmed. "Study on Ethnic Attitudes of Elementary School Children Toward Blacks and East Indians." A Report to the Scarborough Board of Education. Canada: Ontario, 1981.

Kagan, Spencer. "On Cooperative Learning: A Conversation with Spencer Kagan." Educational Leadership. December 1989/January 1990, pp. 3.

Kaltsounis, Theodore. Geography of States and Regions. Morristown, New Jersey: Silver Burdett and Ginn, 1989.

Kifano, Subira. "Infusing African American Culture and History into Instruction." Language Development Program for African American Students. Los Angeles Unified School District, 1991.

Lee, Courtland C. "Being Culturally Responsive." Kappa Delta Pi Record. West Lafayette, IN., 1992, pp. 14.

Mariaskin, Lynn and Ron Sofo, "Culturally Diverse Communities." Kappa Delta Pi Record. West Lafayette, IN ., 1992, pp. 22-24

Mehaffy, George L. "Celebrating Diversity." Kappa Delta Pi Record. West Lafayette, IN., 1992, pp. 2-3.

Miranda, M. L. and Thomas Rodriguez. Hispanic Profiles in Nevada History: 1929 - 1991. Nevada: Latin Chamber of Commerce of Nevada, Inc. , 1991.

Myers, Walter Dean. Now is Our Time. New York: Haper Collins, 1991.

Nash, Gary B. "History for a Democratic Society: The Work of All the People." In Paul Gagnon and The Bradley Commission on History in the Schools, Eds. Historical Literacy: The Case for History in American Education. Boston: Houghton Mifflin Co., 1989. pp. 236.

Pang, Valerie Ooka and Jesus' Nieto. "Multicultural Teaching." Educational Leadership, September 1992. pp. 25-27.

Ravitch, Diane. "The Plight of History in American Schools." In Paul Gagnon and The Bradley Commission on History in the Schools, Eds. Historical Literacy: The Case for History in American Education. Boston: Houghton Mifflin Company, 1989. pp. 52.

Ravitch, Diane. "A Culture in Common." Educational Leadership, December 1991/January 1992, pp. 8-11.

Sapon-Shevin, Mara and Nancy Schniedewind. "Selling Cooperative Learning Without selling it Short." Educational Leadership, December 1989/January 1990, pp. 63-65.

Schultz, James L. "Cooperative Learning: Refining the Process." Educational Leadership, December 1989/January 1990, pp. 43-45.

Slavin, Robert E. "Here to Stay - or Gone Tomorrow." Educational Leadership. December 1989/January 1990, pp. 3.

Sleeter, Christine E., "What is Multicultural Education?" Kappa Delta Pi Record, West Lafayette, IN, 1992.

Tiedt, Pamela L. "Embracing Multicultural Teaching" Kappa Delta Pi Record, West Lafayette, IN, 1992, pp. 13.

Towson, Shelagh. "Melting Pot or Mosaic." In Robert Slavin, Ed, Learning to Cooperate, Cooperating to Learn. New York and London: Plenum Press, 1985.

Wolfe, Michael P. "Serving the Community by Serving Our Members." Kappa Delta Pi Record. West Lafayette, IN ., 1992, pp. 3.

APPENDICES

Appendix A

Pre/Post Test

Cultural Awareness Assessment

Appendix A: Pre/Post Test

CULTURAL AWARENESS ASSESSMENT

Name_____Date_____

I. If you could learn a foreign language in school, which language would you choose to learn? Why?

2. What is another positive term that some Black Americans like to be called?

3. What people called whose ancestors speak Spanish?

4. What books or poems have you read by Black American authors?

5. According to sociologists's predictions, which of the following groups will make up the most people in the U.S. by the year 2000?
Hispanic Americans ___, White Americans ____, Black Americans ____.

6. Describe 2 African American traditions.

7. Name 3 African American achievers and tell why they are famous.

8. Describe at least 3 Mexican American traditions.

9. What states would have the most Mexican American traditions and population? Why?

10. Why do you think President Clinton decided it was important to put Black Americans and Mexican Americans in his cabinet?

11. Why do you think African Americans invented things such as the baby carriage, the lawn mower and the mop?

12. Name 3 Mexican American achievers and describe their accomplishments.

13. What did Dr. Martin Luther King do?

14. What country did Columbus sail from?

15. Egypt is a country in: Asia _____, Australia _____, Africa_____.

16. Name at least three Black American inventors and their inventions.

17. Write one question that you would like to find the answer to about Black Americans or Hispanic Americans.

Appendix B

Pre/Post Test

Racial Tension Scale

Appendix B: Pre/Post Test

RACIAL TENSION SCALE

1. In my school, students who either act or dress differently from others get put down.
   l.) I agree, 2.) I don't agree, 3.) Undecided

2. Most people will change their behavior as a result of criticism, even though they really don't change the way they feel.
   l.) I agree, 2.) I don't agree 3.) Undecided

3. There is a lot of racism in my school.
   l.) I agree 2.) I don't agree 3.) Undecided

4. You can't really trust people from a different racial background than your own.
   l.) I agree 2.) I don't agree 3.) Undecided

5. My own racial group is a lot better than any other.
   l.) I agree 2.) I don't agree 3.) Undecided

6. I think there is too much violence in this school.
   l.) I agree 2.) I don't agree 3.) Undecided

7. If I were in a bad spot, I'd expect kids from another racial group to help me.
   l.) I agree 2.) I don't agree 3.) Undecided

8. I personally get a lot of prejudice directed at me in this school.
   l.) I agree 2.) I don't agree 3.) Undecided

9. Getting ahead seems to be based more on what group you belong to rather than how good you are.
   l.) I agree 2.) I don't agree 3.) Undecided

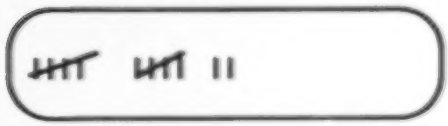
l0. Since getting into the fourth grade, my opinion of people from other racial backgrounds has l.) Gotten a lot worse, 2.) Gotten worse, 3.) Gotten better, 4.) Gotten a lot better.

Appendix C

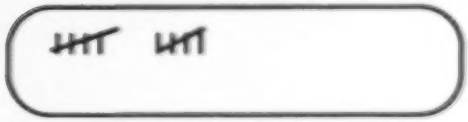
Cultural Interaction Sociogram

Appendix C
CULTURAL INTERACTION
SOCIOGRAM

First Observation



Mid-point Observation



End Observation

Tally marks inside the circles indicate negative interaction in the multiculturally composed cooperative groups. The decrease in tally marks from the first observation to subsequent observations showed a decrease in negative interactions. *A ten percent decrease in negative interaction was obtained which met the goals set forth in the outcome objective.*

Appendix D

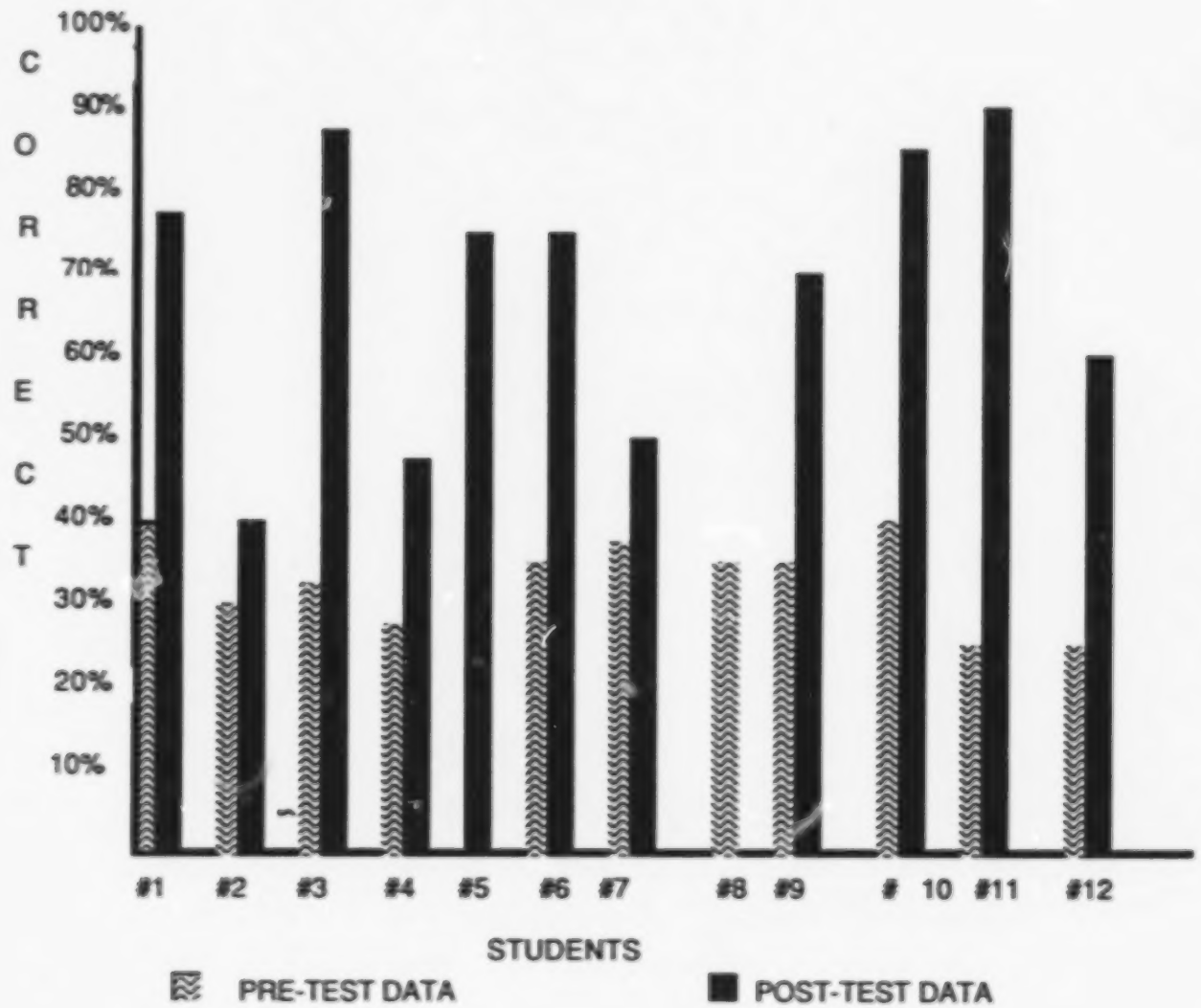
Pretest Vs. Post Test Comparative Results

Cultural Awareness Assessment

APPENDIX D

Cultural Awareness Assessment

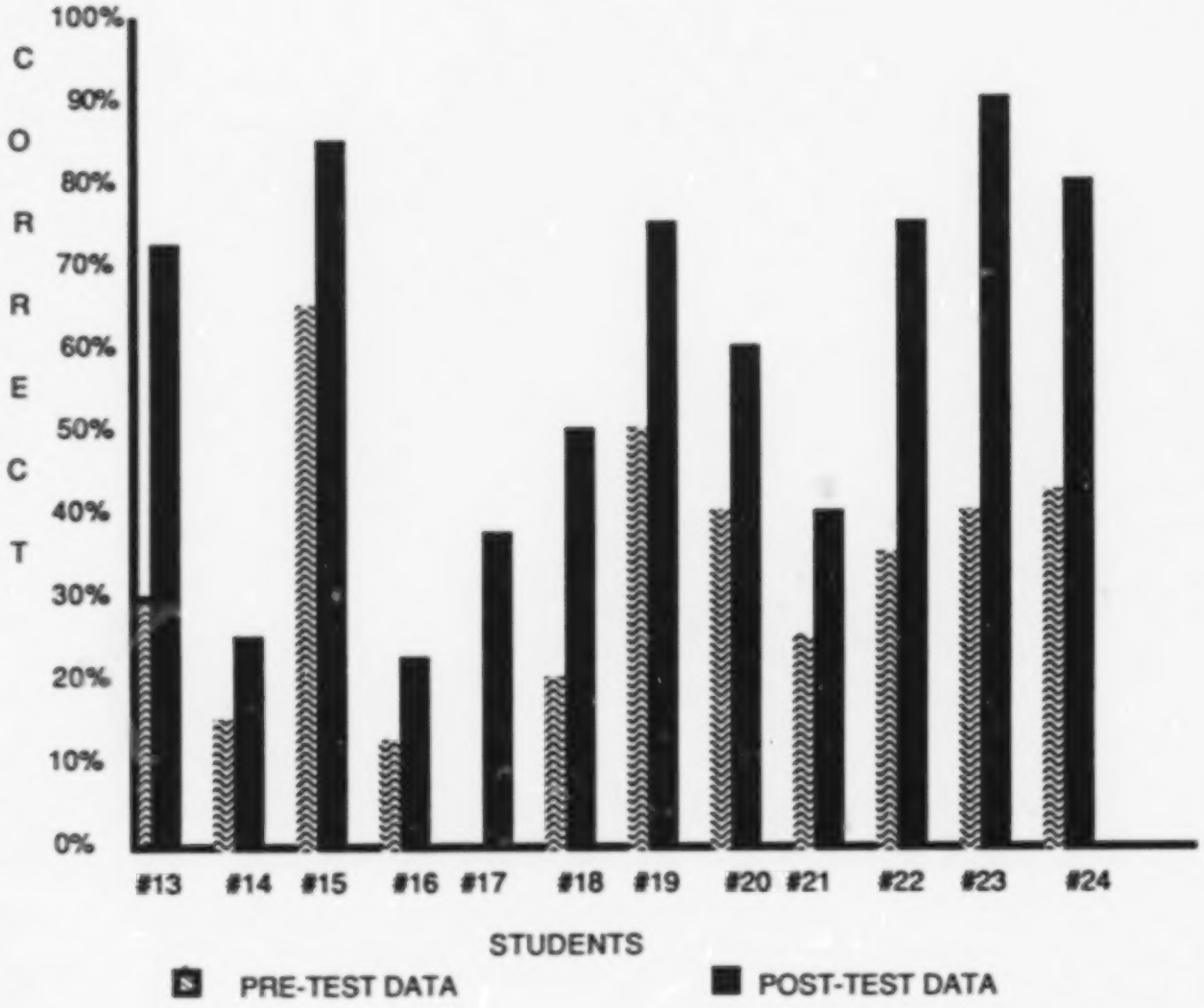
Test Data Comparative Results



APPENDIX D

Cultural Awareness Assessment

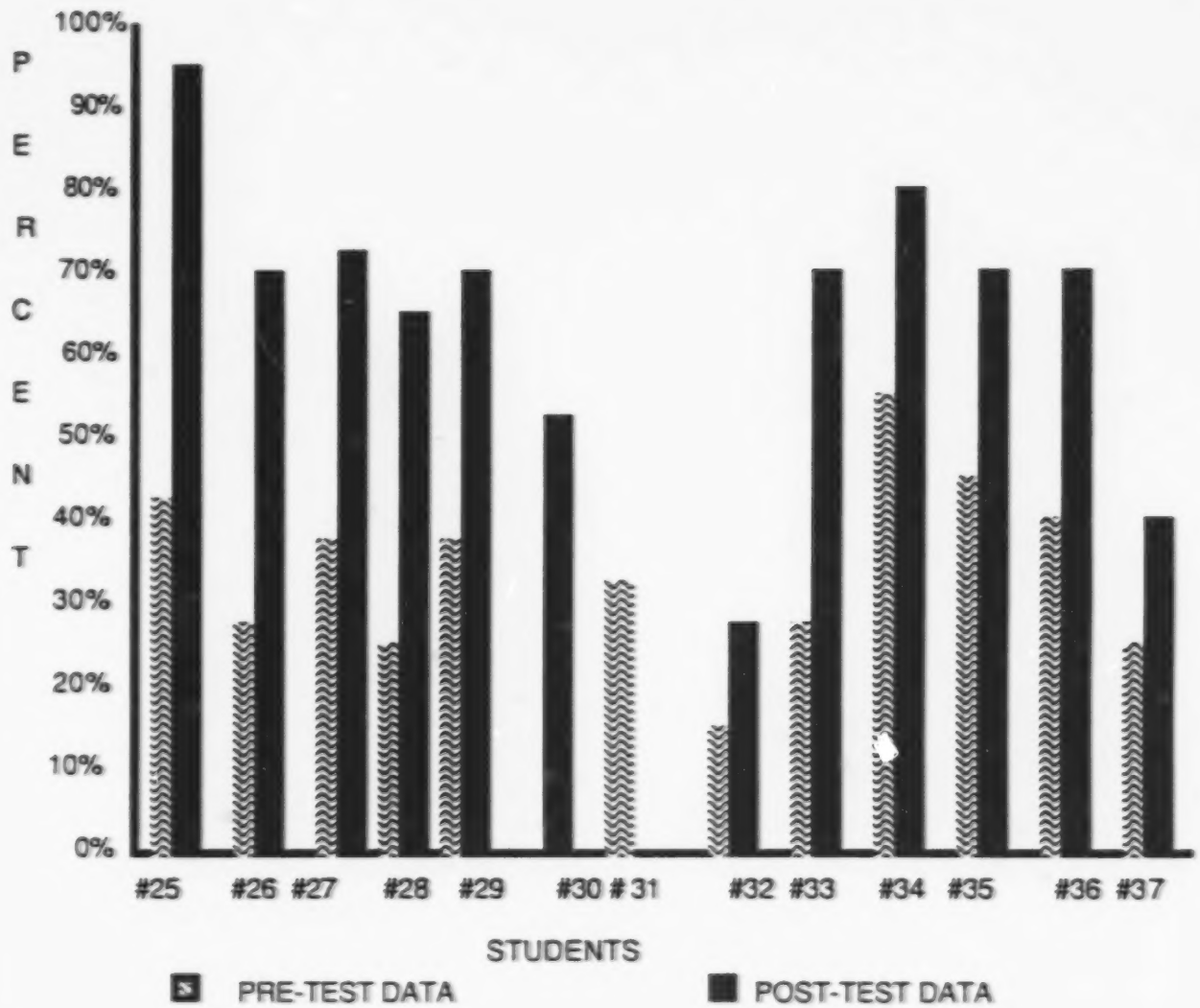
Test Data Comparative Results



APPENDIX D

Cultural Awareness Assessment

Test Data Comparative Results



Appendix E

Pretest Vs. Post Test Comparative Results

Racial Tension Scale

Appendix E

Test Comparative Results

RACIAL TENSION SCALE

Questions		I Agree	Don't Agree	Undecided	%Decrease
1. In my school students who either act or dress differently get put down.	Pretest	18	12	4	27.8
	Post Test	13	16	6	
2. Most people change their behavior as a result of criticism, even though they really don't change the way they feel.	Pretest	25	9	1	37.5
	Post Test	15	10	5	
3. There is a lot of racism in my school.	Pretest	22	8	4	27.3
	Post Test	16	12	7	
4. You can't really trust people from a different racial background from your own.	Pretest	14	12	6	57.0
	Post Test	6	20	9	
5. My own racial group is a lot better than any other.	Pretest	20	12	2	45.0
	Post Test	1	23	1	
6. I think there is too much violence in this school.	Pretest	21	11	2	23.9
	Post Test	16	10	9	
7. If I were in a bad spot, I'd expect kids from another racial group to help me out.	Pretest	16	10	6	32.0
	Post Test	23	7	5	
8. I personally get a lot of prejudice directed at me in this school.	Pretest	11	8	15	36.4
	Post Test	7	20	8	

9. Getting ahead seems to be based more on what group you belong to rather then how good you are.	Pretest	12	9	13	50.0
	Post Test	6	20	9	

10. Since getting into the fourth grade, my opinion of people from other racial backgrounds has: gotten a lot worse, gotten worse, gotten better, gotten a lot better

Pretest	___2___	___8___	___10__	___14___
Post Test	___0___	___2___	___18__	___15___

Analysis: A response of "I Agree" indicates racial tension on all items except on number seven, a response of "I Don't Agree" indicates racial tension. An increase in awareness led some students who were undecided on the pretest to formulate an opinion on the post test.

The objective to achieve a decrease in racial tension of 25% was met on all items except number six.

Appendix F

LETTER TO PARENTS

Appendix F: Letter to Parents

Dear Parents,

Our fourth grade class is beginning an in depth writing project that will last several months. During this project, we will use multicultural literature, ethnographies, biographies, history, inventions, drama and art to develop reading, writing language arts and critical thinking skills.

At the end of this project, we expect several positive outcomes:

1. The completion of a booklet written by students about the achievements and contributions of African Americans and Hispanics to our society.

2. The increase of positive attitudes about what can be accomplished by cooperative group effort during team assignments.

I am very pleased to have such a strong group of highly skilled, talented students to implement this project. During this celebration of diversity, each student will do a short research assignment on his own heritage. Please assist your child by giving him/her the name of the country that your ancestors immigrated from before coming to America.

Student's name:_____

Country of ancestor's origin:_____

Thank you for your support and cooperation in the education of your child.

Your partner,

(Teacher's name)

Appendix G

Inventions Jeopardy

Appendix G: Inventions Jeopardy Game Show

Created by: Helen V. Mingleton
Clark County School District
Las Vegas, Nevada

OBJECTIVE: Students and audience will be able to identify and appreciate the contributions made by African American inventors and inventions.

JEOPARDY GAME SHOW

Category: African American Inventors and Inventions

RESEARCH MATERIALS:

1. Black American Inventions (and Patent Drawings) Coloring Book
   C. Whitfield Consulting
   714 26th St.
   Oakland, CA 94612 (415) 893-2071
2. Famous Black Americans, Frank Schaffer Publications (biographies)
3. "Black Physicians", Black Enterprise Magazine, 1988
4. Ebony Magazine, February 1989.

PROPS:

1. Banner - "Inventions by African Americans".
2. Backdrop - Student made posters of subject inventions.
3. Portable chalkboard with columns: Team I, Team II, Team III, Team IV.
4. Large stencil numbers for scorekeeper.
5. Four microphones on contestants desks.
6. Four desks/ four bells/ 16 chairs.
7. One xylophone: Hit for right and wrong answers; Play jeopardy theme.

8. Four posters: Team I, Team II, Team III, Team IV.
9. Prizes - erasable pens for all participants.
10. One mike for host and announcer.
11. Credits poster.

CAST:
Singer
Host
Announcer
16 Contestants
Scorekeeper
Xylophone Ringer
Commercial Announcer
Credit Holder
NOTE:
This skit has been well received by audiences and participants for programs celebrating Dr. King's Birthday and/or Black History Month. For performance purposes, host and contestants should rehearse and learn lines. For assessment purposes, give students the script with the correct responses blanked out.

Script: Jeopardy Game Show
Category: African American Inventors and Inventions

Singer: "Imagine" by John Lennon or other appropriate song.

Announcer: Now it's time for our Eye on the Prize Jeopardy Game with our host _____. Here-e-e-s _____!

Host: (Enter on Jeopardy theme) Thank you _____. Ladies and gentlemen, African Americans have made many contributions to help make America a better place to live for all Americans. Tune in on our Eye on the Prize Game Show to learn more about these contributions. Our contestants today are from (Mr./Mrs.) _____ (4th) Grade class.

Host: Jeopardy Statement: 5 pts. In 1890, William B. Purvis invented something that we use in school to make our work look nice and easy to read.
Contestant # 1: (Bell) What is the *fountain pen*? (xylophone tone).

Host: Jeopardy statement: 5 pts. Garrett A Morgan invented something that helps firemen when they enter a building filled with smoke.
Contestant # 2: (Bell) What is a *gas mask*? (xylophone tone).

Host: Jeopardy statement: 5 pts. In 1899 Isaac R. Johnson invented this improvement on the bicycle.
Contestant #3: (Bell) What are handle bars? (gong tone).

Contestant #4: (Bell) What is a *frame that can be folded* so you can put your bike in the car trunk? (xylophone tone).

Host: Jeopardy statement: 5 pts. Sarah Boone invented something that helps make your clothes look nice when we come to school.
Contestant #5: (Bell) What is the *ironing board*? (xylophone tone)

Host: Jeopardy statement: 5 pts. This African American inventor invented the following useful improvement in the refrigerator: The ice chamber, cold air ducts, and compartments for food.
Contestant #6: (Bell) Who is *John Standard*? (xylophone tone)

Host: Jeopardy Statement: 5 pts. In 1923 Garret A. Morgan invented something that helps us the cross the street everyday.

Contestant # 7: (Bell) What is the crosswalk? (gong tone)
Contestant # 8: (Bell) What is the *traffic signal*? (xylophone tone)

Host: Jeopardy statement: 5 pts. This African American inventor invented the street corner mailbox.
Contestant #9: (Bell) Who is *Phillip B. Downing*? (xylophone tone)

Host: Jeopardy statement: 5 pts. In 1899 George F. Grant invented something that (Mr./Mrs.) _____ and many other sports minded people use to improve their game.
Contestant # 10: (Bell) What is the *golf tee*? (xylophone tone)

Host: Double Jeopardy: 10 pts. Granville T. Woods invention did away with the Morse Code and telegraph equipment. American Bell Telephone Co. of Boston purchased his invention.
Contestant # 11: (Bell) What is the *telephone transmitter*? (xylophone tone)

Host: Double Jeopardy: 10 pts. This famous African American developed techniques for blood plasma research that led to blood banks which saved countless lives during World War II. He was the first director of the American Red Cross Blood Bank.
Contestant # 12: (Bell) Who is *Dr. Charles Drew*? (xylophone tone)

Host: Double Jeopardy: 10 pts. John Albert developed traction wheels, rotary cutter and shear operation to prevent choking and clogging with grass on this equipment.
Contestant # 13: (Bell) What is the *lawn mower*? (xylophone tone)

Host: Double Jeopardy: 10 pts. This African American heart surgeon developed a device that shocks the heart back to life in case of cardiac arrest. If this process had not been developed, more than 50% of the heart attack victims would have died.
Contestant # 14: (Bell) Who is *Dr. Levi Watkins* and what is the *automatic defibrillator*? (xylophone tone)

Host: Final Jeopardy statement: 50 points. This African American inventor developed metal Chevrons used on the wheels of the "Moon Buggy" which deflected the moon dust away from the astronauts. He also developed the Waste Management System used on the space ship

Skylab in 1970.
Contestant #15: (Bell) Who is *Dr. Robert E. Shurney*? (xylophone tone)

Host: That ends our Eye on the Prize Jeopardy Game for today. Our hostess has valuable prizes for all of our contestants.
Hostess: (Shows erasable pens)

Host: To add one last line to the song: Imagine what the world would be line without the inventions of these African American inventors. Now a word from our sponsors.
Commercial Announcer: This program has been brought to you by the African American inventors of the fountain pen, the golf tee, the lawn mower, the gas mask and many other valuable inventions.

Unroll credits on lined tag.

Appendix H

The Happiness Helpers (Doll Patterns)

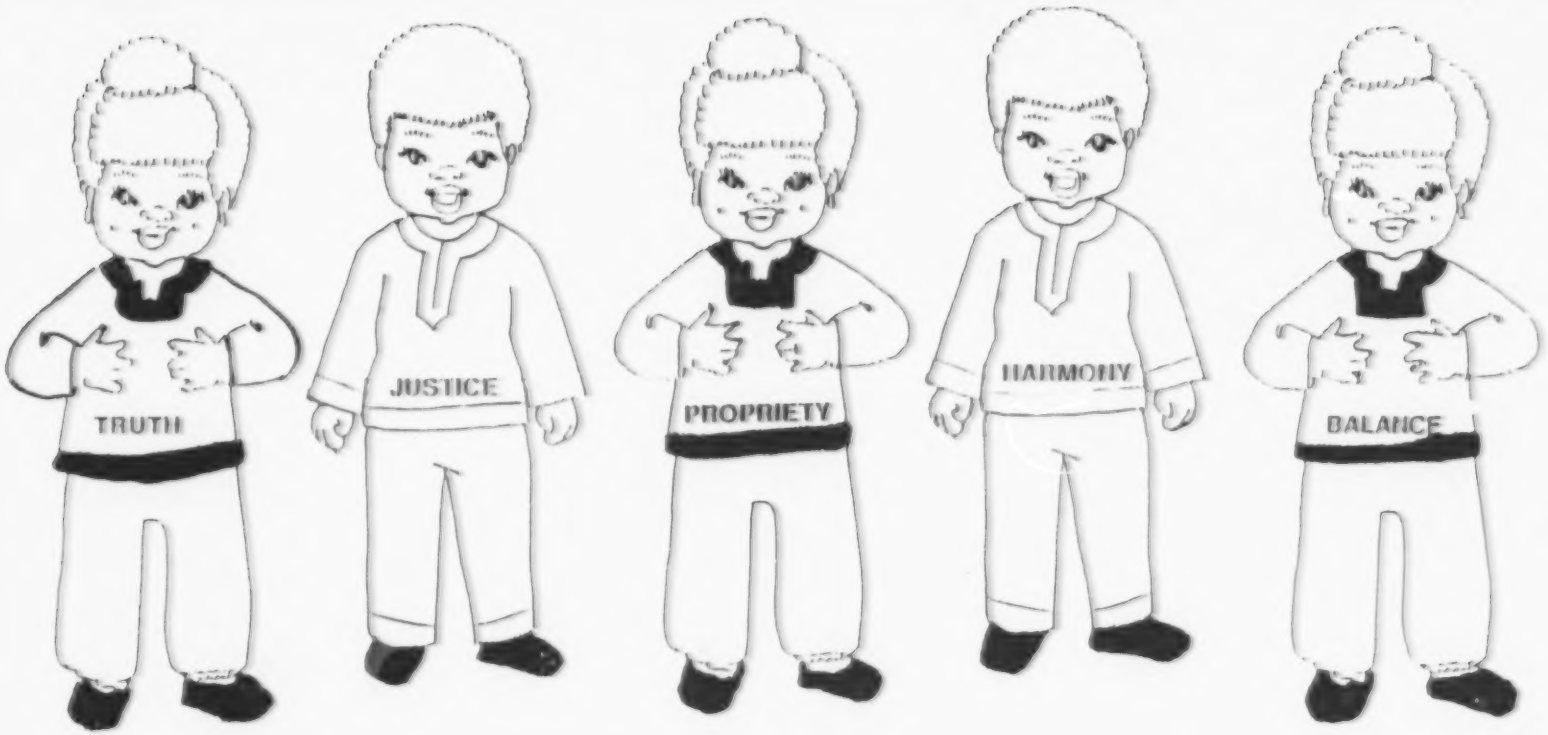
Classroom Rules

APPENDIX H

CLASSROOM RULES

TRUTH	I will be honest with myself and others.
JUSTICE	I will be fair to myself and others.
PROPRIETY	I will follow rules willing.
HARMONY	I will work together with my teacher and my classmates
BALANCE	I will do things in the right measure.
RECIPROCITY	I will treat others as I wish to be treated.
ORDER	I will keep myself, work materials and my belongings in order.

Ancient African Civilization: Egypt, the land of Blacks.
Instructor: Ms. Subira Kifano
23 March 1991



THE HAPPINESS HELPERS